



# Standards for Excellence in the 6<sup>th</sup> Grade

"It is our choices that show what we truly are, far more than our abilities."  
Albus Dumbledore, *Harry Potter and the Chamber of Secrets*

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**IISME Educational Transfer Plan**  
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## **Abstract**

Sixth grade is a transition year. Students move to middle school and many parents give them more independence. Teachers also begin to expect students to take more responsibility for their own work. This is their time to build good habits that will lead to success in high school and beyond. Clearly stated procedures and standards for excellent work will help students overcome the challenges facing them throughout what can be a difficult year.

## **CA Standards for the Teaching Profession**

This project addresses standard #4: Creating and maintaining effective environments for student learning

Teachers create physical environments that engage ALL students in purposeful learning activities, and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

## **Goals**

1. Students will be more organized and better prepared for class
2. Students will clearly understand expectations and standards for their work and behavior
3. Students will develop a sense of responsibility for their own actions and learning
4. Teacher will facilitate communication between the school, students, and parents

## **Objectives**

Students will:

1. Write the daily objectives and homework in their agendas every day
2. Return signed agendas and reading logs on Mondays
3. Complete and submit assignments on time with the correct heading
4. Keep their binders organized by class
5. Practice basic classroom procedures correctly

## Resources

1. 3-ring binder with 5 color-coded pocket dividers, a pencil pouch, and an agenda for each student
2. Cover and spine blanks for each student's binder
3. "Study Buddies" paper for each student
4. "What's my grade?" worksheet for each student
5. PowerPoint detailing rules and procedures for my classroom
6. List of rules and consequences (1 per student, 1 for wall, posted on class web site)
7. List of classroom procedures (1 per student, wall placards where appropriate, posted on class web site)
8. "I'm Done!" poster

## Procedure

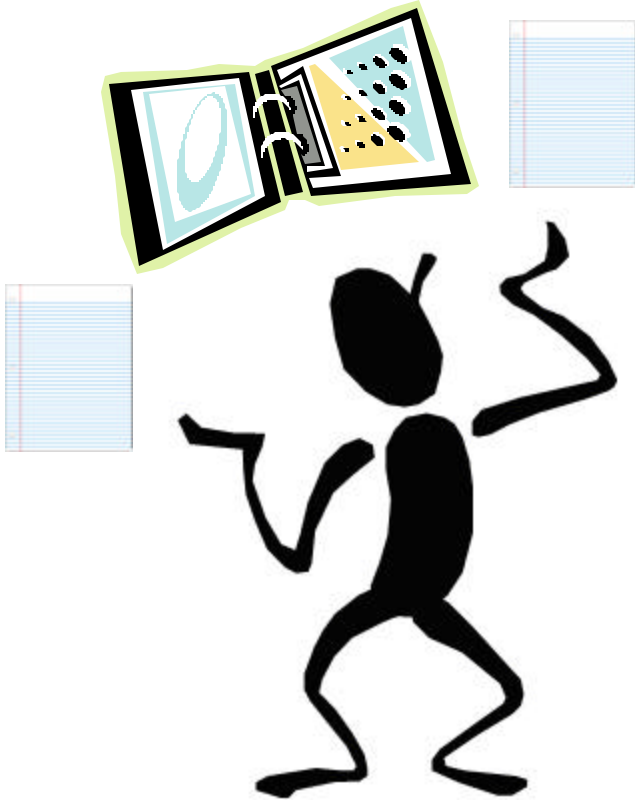
1. Place rules and procedures visual aids in prominent locations around the room.
2. **Give students a binder system that will keep them organized and on top of their work for the school year.** Each student's binder will be *exactly the same*. We will spend class time the very first week of school getting everything in order. I will explain how to use the different features of the binder.

### Binder set-up:

- a. Cover page, back page, and spine blanks
  - i. Students will decorate the blanks to personalize their binders. Their names will be prominently displayed on the front of their notebook.
  - ii. Homeroom teacher's name and room number will be pre-slugged on the front blank. The back will contain sponsor info.
- b. Internal order
  - i. Pencil pouch
    1. Pencils
    2. Dark blue/black pen
    3. Colored pencils – basic 8 is minimum
    4. Highlighter
    5. Scissors
    6. Glue stick
  - ii. Agenda
  - iii. "Study Buddies" Paper
  - iv. P2 Rules
  - v. P2 Procedures
  - vi. "How to study" – ideas for studying new vocab and concepts
  - vii. "How to answer questions" – instructions for answering in complete sentences
  - viii. Blank paper
  - ix. B1 divider with pocket for homework

1. DL/QuickWrite Journal
2. Block 1 syllabus
3. "What's my grade?" worksheet
- x. B2 divider with pocket for homework
  1. Block 2 syllabus for the current quarter
  2. "What's my grade?" worksheet
- xi. B3 divider with pocket for homework
  1. DL/QuickWrite Journal
  2. Block 3 syllabus
  3. "What's my grade?" worksheet
- xii. B4A divider with pocket for homework
- xiii. B4B divider with pocket for homework

3. **Introduce classroom rules and review consequences.** Give each student their own copy of the discipline policy to keep in their binder. Have them return a parent signature slip.
4. **Introduce basic classroom procedures.** Give students a list with explanations of all classroom procedures to keep in their binders. Have them return a parent signature slip.
5. **Practice procedures EVERY DAY for the first two weeks of school.** Continue practicing beyond that point in time if necessary.



## **Pages for Students' Binders**

## My Study Buddies



A study buddy is a classmate that you can call when you have questions about a class. Let's say you are absent and you need to know what you have missed. Call a study buddy! Maybe you are working on your homework and you get stuck. Call a study buddy! Lose a worksheet? Call a study buddy! Study buddies can also call each other the night before a big test and quiz each other on the material.

You will receive two copies of this study buddy log sheet. Fill them in completely. Keep one in the appropriate place in your binder. Keep the other one on your refrigerator at home.

Do you have **at least two** study buddies for each class in your schedule?

Class	Study Buddy	Phone Number	Email Address
Language Arts			
History			
Science			
Math			
Elective			
Physical Education			

## Discipline Policy

### The Rules

1. Be in your seat at the tardy bell, ready to learn
2. Follow directions the first time they are given
3. Respect others' right to learn
4. **Treat others the way you want to be treated**

### Positive Consequences

If you choose to follow all class and school rules:

1. I'll tell you how wonderful you are! 😊
2. I'll send a note home telling Mom and Dad how wonderful you are! 😊 😊
3. You may earn Díaz dollars.
4. The class may earn preferred learning activity time (PLAT)

### Negative Consequences

If you choose to break a class or school rule:

- 1<sup>st</sup> time: Verbal warning
- 2<sup>nd</sup> time: Name on board – detention
- 3<sup>rd</sup> time: Check by name – detention, note or call home
- 4<sup>th</sup> time: Another check by name – conference with parents
- 5<sup>th</sup> time: Referral to the office

If your behavior is highly disruptive, disrespectful, or dangerous you will be removed from the classroom immediately.

## Classroom Procedures

Procedures are the way things are done in my room. By learning and following our classroom procedures, you can keep our classroom running smoothly and safely. Please read over the list with your parents and talk with me if you have any questions. Keep this copy of our classroom procedures in your binder **at all times** for personal reference.

### *Start of Class Procedure*

Why we have a start of class procedure:

- ★ To be able to start class on time. If we start on time, we will have more time for learning and activities.
- ★ More class time to work means less homework for you!

1. Enter the classroom quietly and calmly.
2. Pick up any handouts, materials, or supplies from the large table by the door. Leave the remaining handouts, materials, and supplies that are for your classmates in neat order.
3. Sit in your assigned seat.

4. Read the DAILY AGENDA and copy the assignments exactly as they appear, word for word, into your agenda. The agenda is located on the right side of the white board.
5. Read the bell activity instructions on the TV or overhead and follow the directions.

### *Agenda and Reading Log Check Procedures*

Why we have an agenda and reading log check procedure:

- ★ To make sure all students understand what the evening's homework will be
  - ★ To make sure all parents understand what the evening's homework will be
  - ★ To make it easier for your parents to communicate with me
  - ★ To make sure your reading log is up-to-date and complete
1. After copying the DAILY AGENDA assignments into your agenda, leave your agenda open on your desk while you work on the bell activity.
  2. I will check your reading log and stamp your agenda with an official CMS stamp after verifying that you have copied the daily agenda information correctly into your agenda.
  3. Put your agenda away after I stamp it.

### *End of Class Procedure*

Why we have an end of class procedure:

- ★ To make sure all equipment, supplies, and materials are put away so we will be able to use them again.
  - ★ To keep our classroom clean and safe.
1. Begin to clean up and put materials away **after** you have been given instructions to do so. **Do not** get ready to leave early.
  2. Put **all** papers, supplies, materials, and equipment back in the appropriate place.
  3. Put trash in the waste bin and wipe down your desk, if needed.
  4. Remain at your assigned seat until you are dismissed.
  5. The teacher dismisses you, not the bell.
  6. Push your chair completely under your desk before leaving the classroom. If it is the last class of the day (3<sup>rd</sup> block) stack your chair on top of your desk so the floor may be vacuumed.

### *Getting Materials, Supplies, and Equipment Procedure*

Why we have a getting materials, supplies, and equipment procedure:

- ★ To make sure everyone has the tools they need to learn each day
  - ★ To make sure our supplies stay in good condition for all students
1. Supplies are labeled and numbered for each individual or group. It is very important that you use only the supplies labeled with your group's name and your seat's number. **You will be held responsible for materials assigned to you.**

- a. Each desk has a number written on a card in the upper right-hand corner. This is your number while you are sitting in that seat.
  - b. If desks are in table groups, each desk within that table group will have a group name listed on the card with the seat number.
2. Class supplies (stapler, 3-hole punch, tape, pencils, extra paper, etc.) are on the table by the door. They are there for you to use. Do not use **materials and supplies that are located on my desk.**
  3. Pick up supplies **after** you have been given instructions to do so. If you need supplies immediately, those instructions will be on the TV. If you will not need supplies right away, you will be given instructions when you do need them.
  4. Never pick up supplies until you have been instructed to do so.
  5. Supplies, materials, and equipment already on your desk or table at the start of class must be left alone until instructions are given for their use.

### *Handing in Papers Procedure*

Why we have a handing in papers procedure:

- ★ To make sure that all student work gets turned in so it can be graded
1. All papers are to be placed in the upper right-hand corner of your desk (individual seats) or in the center of your table group in a neat stack (table groups) unless you are given different instructions.
  2. All work is due when requested. **NO LATE WORK WILL BE ACCEPTED.**
  3. Check the agenda to see if an assignment is due at the beginning of class.

### *Computer Use Procedures*

Why we have a computer use procedure:

- ★ To keep expensive equipment in good working condition so that we will have it to use as needed
1. Each student must have a signed Sunnyvale School District Acceptable Use Policy (in agenda) before using the classroom or library computers.
  2. You must have my permission to use the computers.
  3. Before using a computer, thoroughly wash and dry your hands.
  4. Sign the log book for the computer you are going to use.
  5. Only one person at a time may be on a computer completing an AR or a Handbook test.
  6. Two people may use one computer together to search the Internet, work in Office, or play an educational game.
  7. Clean up the computer area when you are done and log out of the computer.
  8. If you are the last person using the computer for the day, shut it down.
  9. Sign out of the log book when you are done.

### *Quieting the Class Procedure*

Why we have a quieting the class procedure:

- ★ To make sure that all students are able to hear important instructions from me

- ★ To make sure that we are not disturbing other classrooms with our noise level
1. When I need to quiet the class, I will raise my hand and count down from five to one.
  2. As soon as I begin counting down you must 5) look at me, 4) be silent, 3) be still, 2) hands free, and 1) **listen carefully**.

### *Tardy Procedures*

Why we have tardy procedures:

- ★ To help keep accurate attendance records for the office
- ★ To prevent tardy students from disturbing their classmates when they arrive to class

NOTE: The office assigns after-school detention for tardiness. Please be on time.

1. **You are on time if you are seated and working when the tardy bell rings.**
2. If you are not on time, please go to the office and ask for a tardy pass. Do not come to class first; go directly to the office. You may not enter the classroom after the tardy bell without a pass.
3. Enter the classroom silently and place your tardy pass in the red basket on my desk.
4. Sit down and begin the bell activity.

### *Returning after an Absence Procedure*

Why we have a returning after an absence procedure:

- ★ To help keep accurate attendance records for the office
  - ★ To enable me to know if your absence is excused (work can be made up) or unexcused (work cannot be made up)
1. Before returning to class, go to the office and ask for an admit slip. This green paper lets me know whether your absence is excused. Please have this paper before returning to the classroom.
  2. Place your admit slip in the red basket on my desk before the tardy bell rings. I will return it to you before the end of class.
  3. If you do not have an admit slip at the beginning of class I will ask you to go get one. You will be marked tardy. (See Tardy Procedures for more information.)

### *Make Up Work Procedures*

Why we have make up work procedures:

- ★ To help students find and complete the work they missed when absent
1. Your parent or guardian can contact me and ask that I leave work in the office for you. If your parent or guardian was unable to pick up your make up work while you were absent, this work has been held for you.
  2. Go to the "ABSENT" box on the back counter. Find the folder with your name on it.

3. See me if you have any questions or need to schedule a makeup test or quiz.
4. If you do not see me about your makeup work, I will assume that you understand what it is that you need to do. You have the number of days that you were absent plus two to make up work. **It is your responsibility to complete make-up work in a timely manner.**

#### *Participating in Class Discussions Procedure*

Why we have a participating in class discussions procedure:

- ★ To make sure everyone can hear and participate in class discussions
- ★ To keep class discussions on track

1. If you have a question about what we are working on or discussing, raise your hand and wait to be called on before speaking.
2. If you have a question during a class discussion and your question does not relate to current activities or does not concern the entire class, please write it down so you'll remember it and ask me at a more appropriate time.
3. If you are asking for help during work time and I am help

#### *Asking for Help Procedures*

Why we have an asking for help procedure:

- ★ To ensure that all students get help when it is needed
- ★ To help students finish work in a timely manner

1. If you have a question during individual work time, put the red cup that is inside of your desk in the upper left-hand corner of your desk.
2. Continue working on another part of the assignment until I reach you.
3. If you have a question during group work time, ask the other members of your group for help. If no one in the group can answer the question, put a red cup in the center of your table group.
4. Continue working on another part of the assignment until I reach your group.

#### *Note from Home Procedure*

Why we have a note from home procedure

- ★ To make it easier for your parents and I to communicate

1. Place any notes from home in the red basket on my desk.

#### *Heading your Papers Procedure*

Why we have a heading your papers procedure:

- ★ To ensure that students receive credit for the work that they complete and submit for a grade

1. All papers must have a proper heading. No name = no credit! Please make sure your heading is on each and every paper you turn in to me.
2. Your full name (first and last), the class name and block number, and the date must appear in the upper right-hand corner of your paper.

3. The assignment title should appear centered on the next line. Assignment titles must be made up of the book name, the assignment name, and the page number OR be the title given by me.
  - a. Example from Social Studies book
    - i. Ancient World Think About It, page 305
  - b. Example from grammar book
    - i. Handbook, Linking Verbs, page 104
  - c. Example from lit book:
    - i. HLLA “All Summer in a Day” Reading Check, page 24
  - d. Example from Mrs. Díaz:
    - i. Plot Outline for “All American Slurp”

A sample heading:

○	Assignment Title	Sally Student Lang. Arts B1 Jan. 5, 2006

*Leaving the Classroom during Class Procedures*

Why we have leaving the classroom during class procedures:

- ★ To prevent continual disruptions in the classroom
- ★ To keep students from missing valuable learning activities and falling behind the rest of the class

☞ **To use the restroom, go to the water fountain, or retrieve something from another classroom:**

1. Trips out of the classroom will cost you a PURPLE Díaz dollar. If you do not have a PURPLE Díaz dollar, you will not be permitted to run these errands.
2. Raise your hand with a PURPLE Díaz dollar in it.
3. When I take your PURPLE Díaz dollar, sign the log book on your way out the door.
4. Sign back in when you return to class.
5. You are given two PURPLE Díaz dollars a month. Use them wisely. If you still have your PURPLE Díaz dollars at the end of the quarter, they may be added to your stash of yellow Díaz dollars and used during a class auction.

☞ **To go to the health office**

1. Ask me during work time and I will write you a pass.

2. If you are feeling dizzy or nauseous, ask me right away. Do not wait! You may interrupt what we are doing for an emergency.
3. If you think you are going to be sick and do not have time to ask permission, go immediately to the restroom!
4. You do not need a PURPLE Díaz dollar to see the nurse.

### *Walking in the Hallway Procedure*

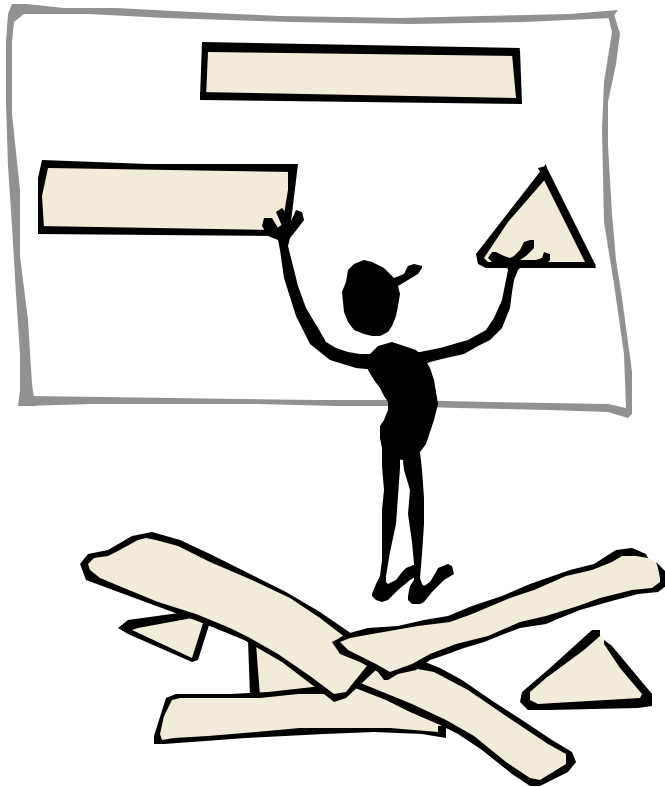
Why we have a walking in the hallway procedure:

- ★ To make sure that our class stays together and we don't "lose" anyone
  - ★ To keep from disrupting the work of other classes
1. Walk in a single file, silent line.
  2. Keep up with the person in front of you.
  3. Keep your hands and feet to yourself at all times.
  4. Stay on the right side of the hallway in case we come across someone walking in the opposite direction.

**Note:** I found a teacher who listed her procedures online (<http://science-class.net/index.htm>) and she did such a great job that I copied her style (and several of her procedures). I love the way she explained by they have each procedure. She has a great website. Check it out!



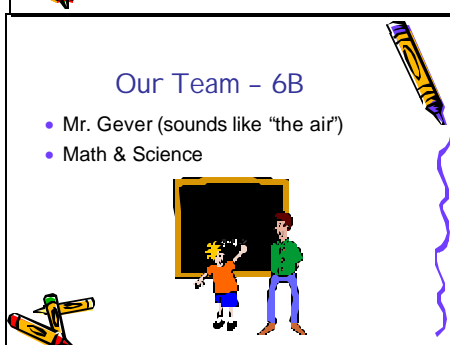
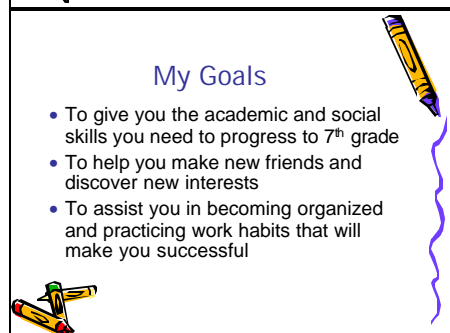
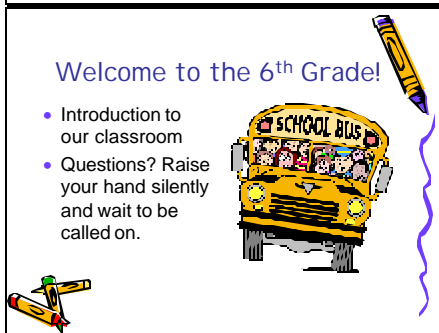
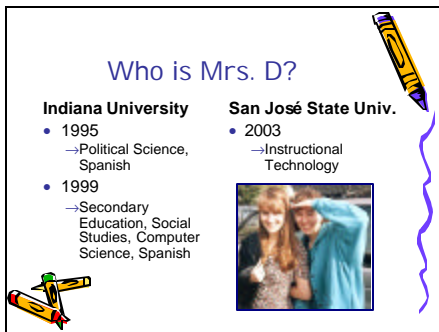
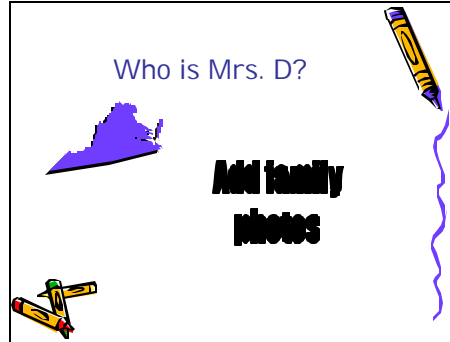




## **Classroom Visual Aids**

# Introduction to my classroom – PowerPoint

I used a Microsoft education template to create this PowerPoint. You can find it and others like it at <http://office.microsoft.com/en-us/templates/default.aspx>



## Electives



## Classroom Rules

- Be in your seat at the tardy bell, ready to learn



## Classroom Rules

- Respect others' right to learn



## Physical Education

- 6<sup>th</sup> Grade PE teachers are:
  - Mr. Naas
  - Ms Swan



## Classroom Rules

- Follow directions the first time they are given



## The Golden Rule:

Treat others the way  
you want to be treated



# GIVE ME 5!



1. Eyes on Mrs. D

2. Be silent



3. Sit still



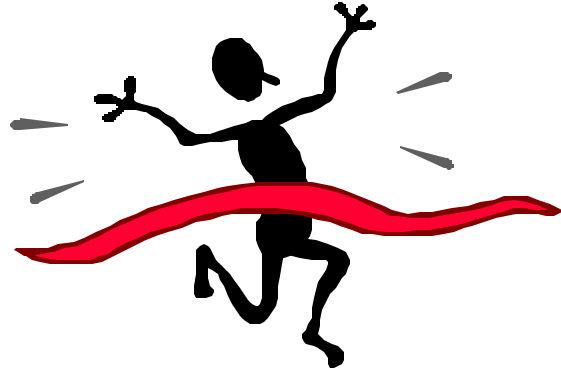
4. Hands free



5. Listen carefully



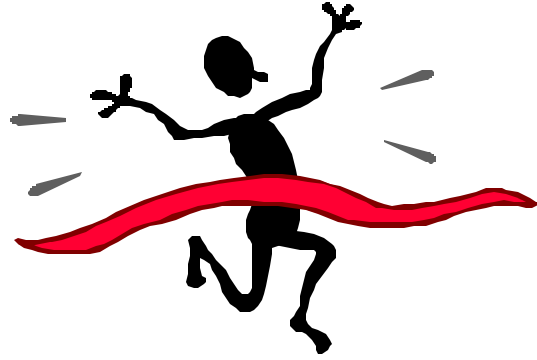
I'm done!



Now what should I do in  
Language Arts?

1. Read a library book
2. Write in your journal
3. Study your spelling words
4. Borrow a grammar game binder
5. Review your notes for the next test
6. Work on your homework for this class
7. Borrow a reading detective binder
8. Make a leaf for the reading tree
9. Hand out papers from the "graded" basket
10. Write and illustrate a book review
11. Make improvements to a graded assignment and resubmit it
12. Take an AR test
13. Make an AR test for a book that is **not** on our AR list
14. Add an overused word stone to the word cemetery

I'm done!



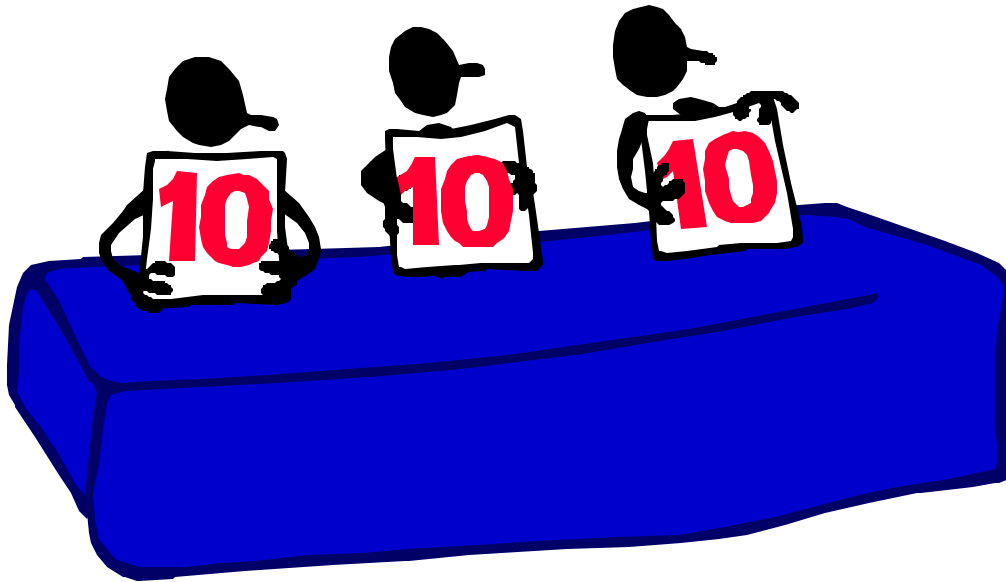
Now what should I do in  
Social Studies?

1. Read a library book
2. Study your vocabulary words
3. Borrow a geo game binder
4. Review your notes for the next test
5. Make a postcard for the world map
6. Work on your homework for this class
7. Hand out papers from the "graded" basket
8. Make improvements to a graded assignment and resubmit it
9. Borrow a "Make-a-Map" binder
10. Play *Where in the World is Carmen San Diego?*

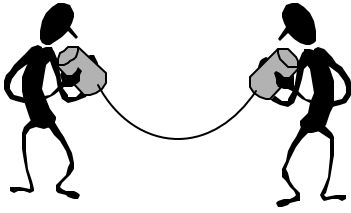
# Using Classroom Computers

1. Ask Mrs. Díaz for permission before jumping on a machine
2. Thoroughly wash and dry your hands
3. Sign the log book for the computer you are going to use
4. You must obey all rules in the Sunnyvale School District Computer and Internet Access Policy at all times
5. Only one person at a time may be on a computer completing an AR test or a Handbook test
6. Two people may use one computer together to search the Internet, work in Office, or play an educational game
7. Clean up the computer area when you are done
8. If you are the last person using the computer for the day, shut it down
9. Sign out of the log book when you are done





## Assessment Pieces



Name on the Notebook: \_\_\_\_\_

Class: \_\_\_\_\_

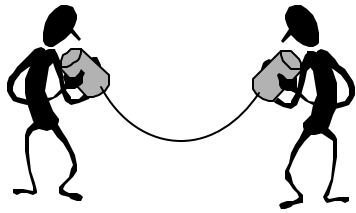
Date: \_\_\_\_\_

### Peer Evaluation of Notebook

**Directions:** Review your classmate’s notebook. Check off all items that are in the notebook and in the correct order. Add comments where appropriate.

This notebook was evaluated by: \_\_\_\_\_

Paper/Assignment	Yes, it's in the notebook!	Yes, it's in the right place!	Comments
<b>Cover blanks</b>			
? Name and homeroom prominently displayed			
? Appropriate decorations			
<b>Pencil pouch</b>			
? Glue stick			
? Scissors			
? Highlighter			
? Colored pencils			
? Blue/black pen (1+)			
? Pencil (1+)			
<b>Agenda</b>			
Completed "Study buddies" sheet – 2+ buddies/class			
P2 rules			
P2 procedures			
"How to study" paper			
"How to answer ?'s" paper			
Clean notebook paper			
<b>Language Arts divider</b>			
? DL/QuickWrite journal			
? Language Arts syllabus			
? Filled out "What's my grade?" paper (see chart on board for required entries)			
? Here I will list assignments and notes that should be included for Language Arts			
<b>Social Studies/Science divider</b> (only ✓ below if you are currently in SS)			
? Social Studies syllabus			
? Filled out "What's my grade?" paper (see chart on board for required entries)			
? Here I will list assignments and notes that should be included for Social Studies			
<b>Math Divider</b>			
<b>Elective/PE Divider</b>			



Name on the Notebook: Sally Student

Class: Language Arts B3

Date: October 5, 2005

**Peer Evaluation of Notebook – Example of a Completed Form**

We will complete this assignment for the 1<sup>st</sup> time as a class. I will model it for them. Students will peer assess their notebooks at least 1x per quarter.

**Directions:** Review your classmate’s notebook. Check off all items that are in the notebook and in the correct order. Add comments where appropriate.

This notebook was evaluated by: Edward Erudite

Paper/Assignment	Yes, it's in the notebook!	Yes, it's in the right place!	Comments
Cover blanks	✓	✓	
? Name and homeroom prominently displayed	✓	✓	
? Appropriate decorations	✓	✓	I like your photos.
Pencil pouch	✓	✓	
? Glue stick	✓	✓	
? Scissors	✓	✓	
? Highlighter	✓	✓	
? Colored pencils	✓	✓	
? Blue/black pen (1+)			
? Pencil (1+)	✓	✓	
Agenda	✓	✓	Don't forget to write your name on it!
Completed "Study buddies" sheet – 2+ buddies/class	✓	✓	You only have 1 study buddy for science.
P2 rules	✓	✓	
P2 procedures	✓	✓	
"How to study" paper	✓	✓	
"How to answer ?'s" paper	✓	✓	
Clean notebook paper	✓	✓	You only have 5 pieces! Time to buy more paper. ☹
Language Arts divider	✓	✓	
? DL/QuickWrite journal	✓	✓	
? Language Arts syllabus	✓		Put this after your journal, not at the end, so it's easy to find.
? Filled out "What's my grade?" paper (see chart on board for required entries)	✓	✓	
? Here I will list assignments and notes that should be included for Language Arts	✓	✓	
Social Studies/Science divider (only ✓ below if you are currently in SS)	✓	✓	
? Social Studies syllabus			
? Filled out "What's my grade?" paper (see chart on board for required entries)	✓	✓	You're missing a lot of grades.
? Here I will list assignments and notes that should be included for Social Studies	✓	✓	
Math Divider	✓	✓	
Elective/PE Divider	✓	✓	

## End-of-Quarter Self Evaluation for Language Arts

**Directions:** Answer each question to the best of your ability. Please write in complete sentences.

1. How hard have you worked in Language Arts so far this year? Describe your effort.
2. What grade do you expect to earn for the quarter (A, B, C, D, F)?
3. How do you feel about that grade? Why?
4. Looking back on the quarter, what Language Arts accomplishment are you most proud of? Describe it.
5. Is there anything you have done (or not done) in this class that you wish you'd done better? Describe it.
6. What do you think is your greatest strength in Language Arts?
7. What do you think is the biggest challenge you face in Language Arts?
8. Describe your classroom behavior. Do you follow the rules? Why or why not?
9. Set a goal for the next quarter in Language Arts. List three things you can do to help yourself meet that goal.

When you are finished, please put this in the turn in box.

☺ Thank you. ☺

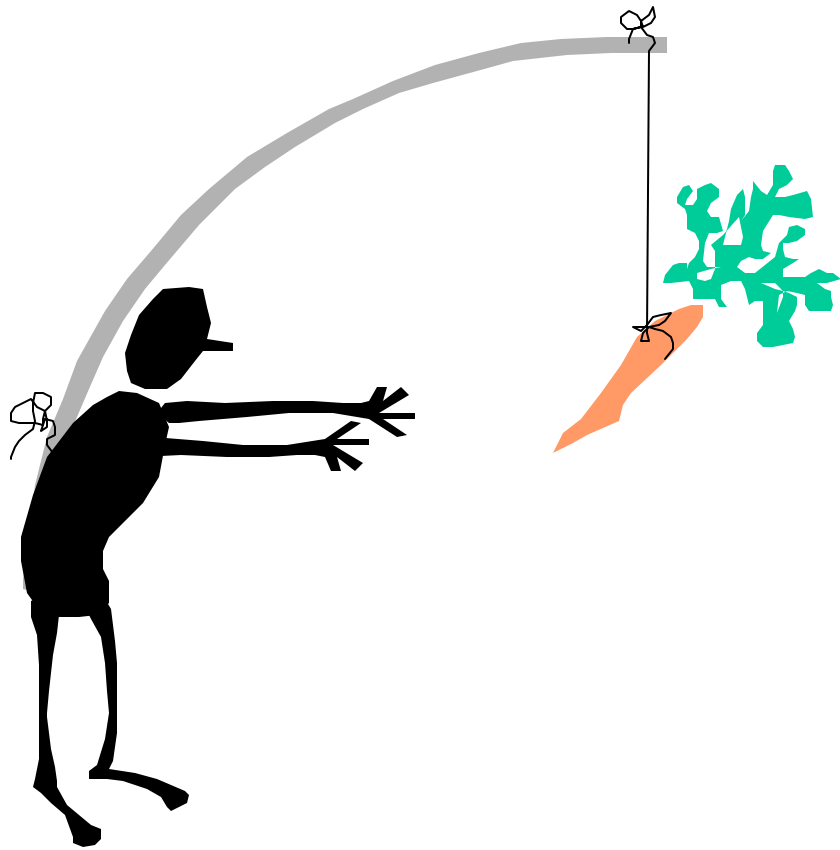
## End-of-Quarter Self Evaluation for Social Studies

**Directions:** Answer each question to the best of your ability. Please write in complete sentences.

1. How hard have you worked in Social Studies so far this year? Describe your effort.
2. What grade do you expect to earn for the quarter (A, B, C, D, F)?
3. How do you feel about that grade? Why?
4. Looking back on the quarter, what Social Studies accomplishment are you most proud of? Describe it.
5. Is there anything you have done (or not done) in this class that you wish you'd done better? Describe it.
6. What do you think is your greatest strength in Social Studies?
7. What do you think is the biggest challenge you face in Social Studies?
8. Describe your classroom behavior. Do you follow the rules? Why or why not?
9. Set a goal for the next quarter in Social Studies. List three things you can do to help yourself meet that goal.

When you are finished, please put this in the turn in box.

☺ Thank you. ☺



## Incentive Ideas

# HOMEWORKOPOLY

The following information was taken from <http://www.teachnet.com/homeworkopoly/>



Homeworkopoly is a fun way to encourage children to do their homework! Here are some basic instructions, but feel free to use your own judgment and change things around to suit your class needs. We have tried to leave off negative things such as "Go to jail" in order to keep this experience as positive as possible.

**In order for a student to play the game, he or she must complete their homework from the night before and hand it in to the teacher.** This is how the student moves around the game board. If the student does not have their homework

finished, they don't get their chance to shake the die and move for the day (with exceptions, of course). Throughout the year, day by day you keep the game going. By starting at the beginning of the year everyone gets into it and by the end of the year everyone is doing their homework regularly. Listed below are detailed instructions for Homeworkopoly...

[download](#) Game Board with street names

[download](#) Game Board *without* street names (make up your own for your city)

[download](#) Chance Cards (includes blank cards for making your own)

## Setup

1. To make game tokens, [print off our education clipart](#), write a student's name under the picture, then pin on the board. Rolling the die before starting will spread students around the board, if you like.
2. Game pieces may be tacked directly to the board, or outside the board to preserve the playing field.
3. Depending on what version you have chosen to print off the web site, you may need to write in the street names. This can be fun for your students as well. If you

choose to laminate the game board pieces you could let the children rename the streets periodically.

4. Using one die will slow their travel around the board.
5. Print the "Chance" and "Community Lunchbox" cards and cut them out. There are extras if you have other ideas to use for them. Just write them in! (If you have business card holders, these would work great for holding the cards up on your bulletin board for easy access.)

### **Getting Started**

1. When a student brings in any homework from the night before, have them go over to the board, roll the die and move. Each student will do this in the morning when their homework is handed in if they have done the assigned homework.
2. The students will continue to do this throughout the year. It never has to end.
3. Deal with special spaces as the students land on them.
4. Having a rotating "Game Show Host" to keep check on the board as students move will make your job easier.

### **Special Spaces**

- MYSTERY PRIZE-When a student lands on this space, they can pick a prize from a pencil box or maybe the teacher could have little grab bags with the mystery prize in them.
- BRAINBINDERS-These are located at [www.teachnet.com/brainbinders](http://www.teachnet.com/brainbinders) and they are printable, foldable paper puzzles that range from very easy to very challenging.
- GAME SPOT-The game spot is used for playing games from your own classroom.
- FREE HOMEWORK-The student gets a free homework pass for the night when landing on this space. (Usually not a problem with happening too often, if so, check it out. Watch closely when moving around the board.)
- TAKE A SEAT ON THE BUS-When a student lands here, they go to the yellow square diagonally across the board and sit there. When on this square, the teacher can have this student read to the class aloud, do problems on the chalkboard, or pass out milk, for example. These are just a few examples of what the student could do, feel free to use your own ideas.
- GO-When passing go, the student may receive a little prize, such as picking a piece of sugarless gum or little trinket out of the pencil box of goodies, whatever the teacher thinks is an appropriate prize.

Last but not least...Enjoy! This board is made to accommodate your changes. [Please send us your comments, questions or suggestions by email.](#)

## Díaz Dollars

Díaz Dollars can be earned in many ways:

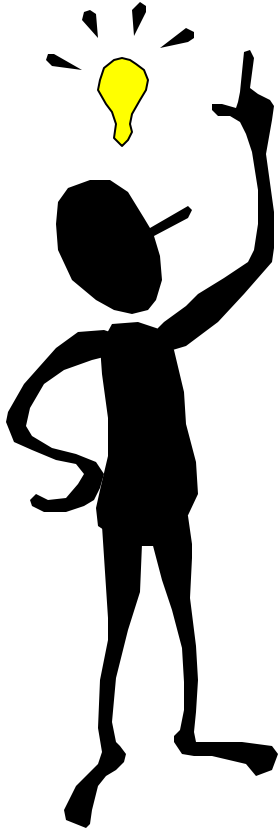
- ? Students will get two Díaz dollars each time they pass GO! In Homeworkopoly.
- ? Helping with odd jobs around the classroom
- ? Doing something extra special for a classmate or teacher
- ? Helping an absent classmate by preparing work folder

Díaz Dollars can be used in two ways:

- ? If a student needs to borrow supplies (pencils, pen, textbook), it will cost him or her Díaz Dollars.
- ? Students can save up their dollars to spend in two special auctions during the school year. One auction will be held at the end of the second quarter. The second auction will be held at the end of the fourth quarter. The items up for bid will be donated by local businesses (e.g. movie tickets, books, gift certificates, trinkets, etc.)

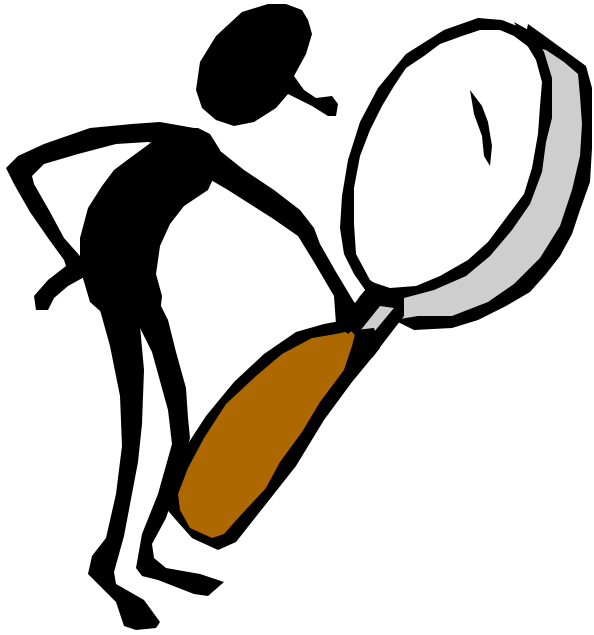
Sample Díaz Dollar:





**Ideas for Further Investigation**

1. **Interactive notebooks** – A way for students to react to and process notes from lectures, readings, and assignments in their own unique way. I'd like to learn more and decide how to apply this with my students' notebooks.
2. **Blogging** – Could this be done with two computers? Not too many of my students have Internet access at home. It would be great for kids who have trouble putting pencil to paper and getting the ideas to flow.



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